

Spring 1-2019

# LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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# *LTC Newsletter* SPRING 2019

**RYAN C. HARRIS**  
LEARNING TEACHING CENTER



University of  
Dayton



**Calendar of Events**  
DESCRIPTIONS AND  
REGISTRATION INFORMATION

Visit the LTC web site ([udayton.edu/ltc](http://udayton.edu/ltc))  
and click on “Current Event Registration”  
to read about and register for spring offerings.



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Calling All Adjuncts!

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## LTC WRITE PLACE TO HOST ANNUAL CONFERENCE APRIL 4–6

For the first time, UD will host the Annual East Central Writing Centers Association (ECWCA) Conference April 4–6. The 41st iteration of the academic conference, which attracts more than 250 participants each year from Michigan, Indiana, Ohio, northern Kentucky, eastern Pennsylvania, and West Virginia, will feature Michael Mattison of Wittenberg University as the keynote speaker. This year's theme, *Soaring to New Heights: Breakthroughs, Inventions, and Progress in Writing Centers*, explores how writing centers have adapted to the ever-changing needs of institutions and writers.

**SOARING.** For some, the word represents a smooth flight pattern with little visible movement. For others, it represents flying to great heights, rising higher and higher. The conference will consider what “soaring” means in a writing center.

Writing centers are collaborative spaces on college campuses, often staffed by peer tutors, or writing consultants, as is the case at UD. The consultants are trained not to simply edit papers but to engage in dialogue with writers about the content, organization, and sentence-level concerns of their papers. With writing center support, students learn the collaborative nature of writing and experience how writing is a process—not just the product of a finished paper. UD's writing center, Write Place, has a long history of more than 20 years of providing free peer writing support sessions to students on campus.

Just like the Wright Brothers experienced while experimenting with the first aircraft, oftentimes good ideas or breakthroughs are born out of hard work, perseverance, and the desire to serve others, perhaps leading one to a new invention. Writing centers are wonderful examples of this kind of “invention.” Having fun with Dayton's aviation history, this conference aims to explore how writing centers use innovation and invention in order to soar to new

heights. With this focus in mind, conference goers can expect to hear sessions that explore some of these key research questions:

- What new inventions has your writing center discovered or leveraged that support writers?
- How has consultant preparation and training evolved in your center?
- What technological inventions has your writing center adopted, and how do these tools impact and/or change the way writing centers work?
- What does center history tell us about the evolution of writing centers? How can we learn from our history?
- With digital composing and multimedia assignments gaining momentum in the classroom, how is your center responding to these new ways of composing?
- What breakthroughs has your center experienced addressing the unique writing needs of international students?
- Where has your writing center made progress collaborating with departments at your institution?

Interested UD faculty, staff, and students are invited to attend the event or submit a presentation proposal. The full CFP and submission guidelines are available at <https://ecommons.udayton.edu/ecwca>. Registration for presenters and attendees will be available soon.

Questions can be directed to the conference mailbox at [ecwca2019@udayton.edu](mailto:ecwca2019@udayton.edu) or to the 2019 conference chairs, Christina Klimo, LTC Write Place, ([cklimo1@udayton.edu](mailto:cklimo1@udayton.edu)) or Stacie Covington, English Department, ([covingtons1@udayton.edu](mailto:covingtons1@udayton.edu)).

Ready to SOAR? Please help us spread the word about this exciting event; like us on Facebook at “ECWCA Annual Conference 2019.”



**Soaring to New Heights**

Breakthroughs, Inventions, and Progress  
in Writing Centers





## CAREER SERVICES' UPDATES

Colleagues,

You may find the following National Association of Colleges and Employers' (NACE) article an interesting read as we enter the Spring 2019 recruiting season. The Career Services' staff recognizes and appreciates the role that staff and faculty across our campus play in students' career development. Watch for a new Career Services' Career Champions program coming this year.

### **NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS GUIDE: ASSISTING STUDENTS IN THE JOB SEARCH**

As a faculty member, you can support the career aspirations of your students. Despite your desire to assist students in their job or internship search, you

may find that legal and ethical issues cause confusion and complications. The National Association of Colleges and Employers Guide provides guidance to assist you in navigating the gray areas. Review the tips below to maintain fair and equitable practices when assisting students in their career journeys.

Note that complying with an employer request to recommend a student candidate may present a conflict of interest. Overall, faculty members should put the interests of students ahead of employers' interests and provide information based upon facts.

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### **CAREER SERVICES' OVERVIEW OF DROP-IN HOURS AND SCHEDULE:**

Do you have students who need quick career help? Send them over to Career Services, located at 208 L Street, to meet with our Career Peer Mentors during drop-in hours. The mentors can assist with resumes, cover letters, Handshake support, LinkedIn guidance, on-campus job searches and connections to online resources.

#### **Drop-in hours are:**

##### **MONDAYS AND THURSDAYS**

**1:00 – 4:00 p.m.**

##### **TUESDAYS AND WEDNESDAYS**

**1:00 – 7:00 p.m.**

##### **FRIDAYS**

**1:00 – 3:00 p.m.**



## Save the Dates!

**JCPenney Suit Up**  
**Spring 2019 Career & Internship Fair**

JCPenney Suit Up - January 27, 2019  
5:00 - 8:00 p.m.  
JCPenney Fairfield Commons

Spring 2019 Career & Internship Fair - February 11, 2019  
1:00 - 4:00 p.m.



**University of Dayton**

**CANDIDATE REFERRAL**

An employer may contact you to request the names of students for a possible job opportunity. If you receive a request for student referrals, the initial request should be sent to Career Services so the position can be posted openly for all qualified candidates. If the position is broadly posted, it is then acceptable for you to encourage students to apply.

Employers may ask for your assistance to recruit students from under-represented backgrounds. In this case, please refer the employer to Career Services, whose staff will share the posting with the appropriate campus offices and groups. Please do not identify any specific individuals.

**PROVIDING REFERENCES**

If you are asked by an employer to share a written or oral reference, you or the University must have prior written authorization from the student. You should provide information based on facts, rather than personal information unrelated to the student's qualifications. If you are unclear of what you can or cannot share, please contact Career Services, or refer to NACE's web site at [naceweb.org](http://naceweb.org).

Contact Career Services at 229-2045 or [careerservices@udayton.edu](mailto:careerservices@udayton.edu) with any questions or concerns.

This information is a summary from NACE's "A Faculty Guide to Ethical and Legal Standards in Student Employment," available at [naceweb.org](http://naceweb.org).

# Stay Tuned!



Each semester Career Services surveys graduating students to learn their first destinations after leaving the University of Dayton.

The destination reports present the data for each academic year.

Find the '17-'18 reports in February on [UDAYTON.EDU/CAREERSERVICES/STATS/FFDSREPORTS](http://UDAYTON.EDU/CAREERSERVICES/STATS/FFDSREPORTS)

**ABOUT THE LTC NEWSLETTER**

*The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Spring semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.*





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## CAP HAPPENINGS

### **CAP COURSE IMPROVEMENT AND INNOVATION GRANTS:**

#### **POST 4-YEAR REVIEW**

The Common Academic Program (CAP) is intended to be a dynamic curriculum in order to provide the best education for students at UD. This ideal is essential for progress and innovation, which is why the CAP 4-Year Review process is so important. With each passing cycle, more courses are up for review, giving faculty the opportunity to revisit the learning outcomes they have for their students. This chance for reflection encourages course innovation and enhances student learning.

Those faculty who already completed this process during the first two review cycles had the opportunity during the fall semester to submit a proposal for a \$1,000 grant to help them achieve their goals. The new Course Improvement and Innovation Grant program is managed by the CAP Leadership Team (CAPL) and supported by the Provost's Office, Ryan C. Harris Learning Teaching Center, and the CAP Office. These grants allow faculty members to take their ideas for the courses further and achieve the goals they set for themselves and their students. CAPL awards the grants—looking for proposals that articulate a clear plan for course improvement connected to assessment for student learning.

CAPL recently reviewed proposals and awarded seven grants to veterans of the first two 4-Year Review cycles. Recipients include the following courses/faculty members:

- **EDT 305:** Philosophy and History of American Education (John White and Oded Zipory)
- **EDT 340:** Educating Diverse Student Populations in Inclusive Settings (Novea McIntosh)
- **GEO 103:** Principles of Geography (Andrew Rettig and Shuang-Ye Wu)
- **GEO 109:** Earth, Environment, and Society (Zelalem Bedaso and Andrea Koziol)
- **HST 103:** The West and the World (Caroline Merithew and Bobbi Sue Sutherland)

- **HST 339:** Gandhi's India (Haimanti Roy)
- **HST 498:** History Capstone Seminar (David Darrow, Laura Sextro, and Todd Uhlman)

Another request for proposals for the CAP Course Improvement and Innovation Grants will be offered in Fall 2019. At that time, faculty associated with any course that has completed the 4-Year Review process and has not previously received a grant will be eligible to apply. The CAPL and the CAP Office congratulate this year's recipients for their achievements and hope to see more applicants taking advantage of this wonderful opportunity in the future.

Fall 2018 CAPL members: Treavor Bogard (School of Education and Health Sciences), Jon Fulkerson (School of Business Administration), Glenna Jennings (College of Arts and Sciences/Arts), Elizabeth Mackay (College of Arts and Sciences/Humanities), Danielle Page (Student Development), Michelle Pautz (CAP Office), Robert Penno (School of Engineering), Danielle Poe (College of Arts and Sciences/Dean's Office), Todd Smith (College of Arts and Sciences/Natural Sciences), and Kelly Vibber (College of Arts and Sciences/Social Sciences)

### **CAP 101 LUNCHEON: Thursday, February 21 12:30–1:45 p.m.**

#### **LTC Forum (044)**

Due to the popularity last semester, the CAP Office will offer another session to provide an overview of CAP, explain its structure, and answer questions.

For more information or to register, visit [www.udayton.edu/provost/cap/events.php](http://www.udayton.edu/provost/cap/events.php).

### **CAP WITH FRIENDS WORKSHOP SERIES: SPRING SEMESTER**

The CAP Office is once again hosting a mix of semi-structured and unstructured opportunities for faculty to think about CAP course design/redesign, as well as the Four-Year Review process, and to connect with colleagues who are in simi-

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lar stages. Members of the CAP Office and others will be on hand to assist and answer questions. Snacks will be provided!

Faculty members can attend select sessions or as many as they want, depending on their availability and interest. An e-mail announcement with the following registration link for Spring 2019 was sent in mid-January.

For more information or to register, visit [www.udayton.edu/provost/cap/events.php](http://www.udayton.edu/provost/cap/events.php).

| TYPE OF SESSION   | DATE/LOCATION   | SESSION TAKEAWAYS  |
|---|---|--|
| <b>Review of CAP and Course Design/ Redesign</b><br><i>Semi-structured</i>                          | Tuesday, January 29<br>2:00 – 3:00 p.m.<br>LTC Meeting Space (028)  | <ul style="list-style-type: none"><li>· Reminder of CAP components</li><li>· Brainstorming about CAP components that might align with course design/redesign</li><li>· Conceptualizing course goals</li><li>· Time to work on a course proposal</li></ul>                            |
| <b>CAP “Study Hall”</b><br><i>Unstructured</i>  | <b>2 Offerings:</b><br>Thursday, February 7<br>12:30 – 1:30 p.m.<br>LTC Meeting Space (028)<br><br>Monday, March 4<br>12:15 – 1:15 p.m.<br>LTC Forum (044)        | <ul style="list-style-type: none"><li>· Participants will work on their own on CAP course proposals at whatever stage they are at</li></ul>  |
| <b>Figuring Out If Students Are Learning</b><br><i>Semi-structured</i>                              | <b>2 Offerings:</b><br>Wednesday, February 20<br>12:30 – 1:30 p.m.<br>LTC Meeting Space (028)<br><br>Tuesday, April 2<br>2:00 – 3:00 p.m.<br>LTC Team Space (020) | <ul style="list-style-type: none"><li>· Consideration of how we figure out if students are learning</li><li>· Linking course learning outcomes to assessing learning</li><li>· Participants will work on crafting their own plan for figuring out if students are learning</li></ul> |
| <b>CAP Course Development &amp; Course Inventory Management (CIM) System</b><br><i>Unstructured</i> | Wednesday, February 27<br>10:00 – 11:00 a.m.<br>LTC Forum (044)   | <ul style="list-style-type: none"><li>· Participants will work on their own CAP course proposal and navigate the CIM form</li><li>· Brad Balser, Associate Registrar, will be on hand to help with CIM questions</li></ul>   |
| <b>4-Year Review / CAP “Study Hall”</b><br><i>Unstructured</i>                                      | Friday, March 22<br>9:00 – 10:00 a.m.<br>LTC Forum (044)  | <ul style="list-style-type: none"><li>· Participants will work on their own on CAP 4-Year Review Reports or CAP course proposals</li><li>· For 4-Year Review, geared toward faculty with courses in the 2019–20 review cycle who want to get an early start</li></ul>                |



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## UDAYTON GLOBAL: LET US INTRODUCE OURSELVES!



Meet the UDayton Global team! BACK ROW, left to right: Catherine Hernandez, Lindsey Garbenis, Amir Kalan, Lara McElrath. FRONT ROW, left to right: Andrea Stiefvater, Alice Henry.

The UDayton Global (UDG) team is excited to be working on the University of Dayton campus. The primary goal of UDayton Global is to work within UD's guiding principles to attract, recruit and enroll international students, both undergraduate and graduate. Currently, UDG students can enroll directly to the university in all undergraduate and 22 graduate programs. We will be welcoming students into accelerator programs this semester.

UDG students are admitted through various tracks depending on English assessment scores, GPA and, for graduate programs, whether the student has a qualifying undergraduate degree. Fall semester was the first UDG intake and consisted of undergraduate and graduate students.

We have truly enjoyed collaborating with the Center for International Programs, International Student and Scholar Services, Housing, International and Graduate Admissions, Student Accounts and many other offices and academic programs across campus to provide a signature student experience to UDG students.

Come say "hello." UDayton Global is located in Rike 208. We're looking forward to shaping a great future together!

### The UDG Team

**Andrea Stiefvater**, Ed.D., Managing Director. With 15 years of experience in

higher education, Andrea manages the UDG team and oversees all aspects of the partnership.

[andrea.stiefvater@udaytonglobal.org](mailto:andrea.stiefvater@udaytonglobal.org)

**Amir Kalan**, Ph.D., Academic Director. Amir oversees curriculum development in partnership with UD's faculty and staff. He also teaches the PDAS course and strives to maintain an open advisory role to all UDG students.

[amir.kalan@udaytonglobal.org](mailto:amir.kalan@udaytonglobal.org)

**Catherine Hernandez**, Student Services Director. Catherine ensures each student feels welcome and comfortable. She oversees the student experience, including pre-departure details, student activities, and the general well-being of each student while at UD.

[catherine.hernandez@udaytonglobal.org](mailto:catherine.hernandez@udaytonglobal.org)

**Alice Henry**, Marketing Coordinator. Alice coordinates UDG marketing and communications. She develops and manages UDG marketing collateral and ensures brand and message alignment with UD.

[alice.henry@udaytonglobal.org](mailto:alice.henry@udaytonglobal.org)

**Lindsey Garbenis**, Director of Admissions. Lindsey oversees the admissions process for UDG students. Lindsey also works closely with UD admissions and enrollment staff to leverage local expertise for UD departments.

[lindsey.garbenis@udaytonglobal.org](mailto:lindsey.garbenis@udaytonglobal.org)

**Lara McElrath**, International Admissions Coordinator. Lara is a UD employee and Designated School Official (DSO), and ensures required admissions paperwork is completed. Lara divides her time between UDG and UD's International and Graduate Admissions Office.

[lara.mcelrath@udaytonglobal.org](mailto:lara.mcelrath@udaytonglobal.org)

Joining the team this semester: **Brittany Chill**, Career Accelerator Advisor. Brittany will be collaborating with UD career services to offer career planning for UDG students. We are excited to welcome her onboard!

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## WHO'S NEW IN THE LTC?



Elecia Spain, Brenda Lecklider, Kent Darr

Three new colleagues have joined the LTC, and we invite you to stop in and say hello.

**KENT DARR** is the newest instructional design specialist in the Office of E-Learning. He has seven years of experience designing instruction for the online environment and has worked at both the K-12 and postsecondary levels. He graduated from Bowling Green State University with his Masters in Learning Design in 2017 and most recently worked as an instructional designer at Arizona State University, where he designed classes for the Mary Lou Fulton Teachers College.

Though they miss the mountains and sun, Kent and his wife Amy are overjoyed to be back in Ohio and close to family, because they just bought a house and are expecting their first child. Outside of work, Kent enjoys running and listening to podcasts about sports, theology, and general mischief. He has loved his time at UD thus far and can't wait to see what the coming months and years will bring.

**ELECIA SPAIN**, who is the access coordinator in the Office of Learning Resources, joined the LTC in August. Before coming to the University of Dayton, she directly supported students, faculty and staff and was very involved in policy creation at Antioch College. Elecia created and implemented the Disability Series on campus that encouraged the community to engage in the topic of disability through the lens of diversity. Events and activities brought faculty, students and staff together. Elecia also created an

academic probation program that is still being used.

Elecia attended Bowling Green State University and worked in the juvenile justice system before obtaining her master's degree from the University of Toledo. While working towards her master's degree, Elecia ran a housing program that supported previously homeless single mothers with mental-health and substance-abuse challenges. In her spare time, Elecia enjoys hiking, learning to sew and traveling.

**BRENDA LECKLIDER** joined the OLR as a lecturer in August. Before that, Brenda worked as an adjunct UDI 149 instructor as well as a tutor/instructor in the Intensive English Program. She wore many hats in her previous position at a private college preparatory high school, serving as the Dean of Student Life, an academic advisor and a math instructor.

Brenda enjoys meeting people from diverse backgrounds, something that most likely blossomed when living in Japan for five years, where she taught part-time at a Catholic girls' high school. She appreciated the many people that made her feel welcome when she was thousands of miles from home and hopes that she might be able to return the favor here at UD.

### CONFIDENTIAL CONSULTATIONS AVAILABLE

*Did you know that staff and faculty associated with the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics, including SET results? Contact Susan Brown (sbrown4@udayton.edu, 229-3309) for more information.*



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## SOCHE HONORS SIX UD FACULTY EXCELLENCE AWARDS RECIPIENTS



JACKIE M. ARNOLD



SANDRA FURTERER



JEFFREY JONES



JEFF SCHMITT



FENG YE



LYNNE YENGULALP

Each year the Southwest Ohio Council for Higher Education (SOCHE) hosts an awards banquet honoring faculty from SOCHE member institutions. Academic officers at each university select faculty based on the institution's criteria, with special consideration of demonstrated excellence in teaching, service, and scholarship throughout the past academic year. In November the following faculty were honored:

### **JACKIE M. ARNOLD**

*Assistant Professor, Teacher Education*

Arnold holds high expectations for herself in her classroom, and her students clearly identify and respond to her commitment. She is known for her classroom passion and explicitly shares with her students how much she loves what she does. Arnold has enhanced student learning through multiple teaching strategies, including the use of multimedia learning, incorporating clinical rounds, creating problem-based learning experiences, and utilizing case studies to connect theory to practice.

### **SANDRA FURTERER**

*Assistant Professor, Engineering*

*Management Systems and Technology*

Furterer has been very active in improving and strengthening the curriculum in the Department of Engineering Management, Systems and Technology. She has reached out to several companies in the area to expand her research and serve their needs. In addition, Furterer has supported a variety of student teams in the Innovation Center on their projects, providing the students with engineering outlines, structure, and guidance. Finally, she developed a course titled Leadership and Engagement for Diversity.

### **JEFFREY JONES**

*Professor, Art and Design*

Jones has earned distinction as an artist through a number of national and international exhibitions in which his work has been featured, the excellent record of gallery representation for his work, the notice of his work by major American art critics and art journals, and the breadth of his curatorial work as he brings younger art scholars to national attention.

### **JEFF SCHMITT**

*Associate Professor, School of Law*

Schmitt has succeeded in finding the ideal balance and in so doing has enhanced the University of Dayton School of Law's educational program in countless ways. He has published in highly ranked journals, been praised by his students for his wealth of knowledge and genuine enthusiasm, and chaired and directed important committees and programs. In sum, he is a Renaissance professor.

### **FENG YE**

*Assistant Professor, Electrical and Computer Engineering*

As an early career faculty member, Ye has demonstrated excellent scholarship. He has published more than five papers in peer-reviewed journals or conference proceedings. He has submitted numerous research proposals, including three National Science Foundation proposals.

### **LYNNE YENGULALP**

*Associate Professor, Mathematics*

Yengulalp combines group work, lecture, and technology to create a lively student-centered learning environment. She has advanced testing processes in the department and serves as an excellent mentor for math students. She also engages the community, working with middle-school children to help them enjoy math.

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# ACCOMMODATING MOVING RELIGIOUS HOLIDAYS

BRAD SELIGMANN, CAMPUS MINISTRY

There's a joke told in some Jewish communities that goes something like this: One man walks up to another after synagogue services and asks, "When is Passover this year?" His friend replies, "Same as always, the 15th of Nisan." For those who missed the humor, it lies in the challenge of navigating a religious lunar calendar in a world dominated by the secular Gregorian solar calendar. Yes, Passover is always on the 15th of Nisan, but which date will it be in April - or will it be in March? While Passover and other lunar holidays are in fact on stable dates in their respective calendars, they appear to "jump around" for those of us who live and plan our lives on the January-December civil calendar.

For educators, this lunar holiday shift can make planning ahead even more difficult, as we will have students and colleagues observing a variety of religious holidays. Working around Christmas is easy, and by traditional practice in our historically Christian-dominated society schools are not in session anyway. But we're also used to accommodating the lunar-hopping Easter, or at least Good Friday, even in the world of secular education. As our nation and our university grow more religiously diverse, it is important to keep an inclusive perspective as we look to the semester ahead. There are a few upcoming holidays to keep in mind:

## **East Asian New Year (February 5)**

Observed across East Asia, it is often called the Chinese New Year but is also observed in Korea as Seollal, in Mongolia as Tsagaan Sar, in Tibet as Losar, and in Vietnam as Tet. Because it is an important time to spend with family and friends, many students, faculty, and staff

with roots in these communities will likely seek accommodations to observe the holiday.

## **Passover (April 19 – 27)**

Passover is one of the most important holidays in the Jewish calendar, and for many Jews the beginning days and ending days of Passover have certain work restrictions. This year Passover begins at sunset on April 19, which quite conveniently will fall during UD's Easter break. The final days of Passover, April 26-27, also partially fall on a weekend. Some Jewish students, faculty, and staff may request accommodations for April 26 to observe the holiday.

## **Ramadan**

### **(approximately May 5 – June 4)**

Ramadan is a month of fasting and prayer in the Islamic calendar, ending with the celebration of Eid al-Fitr. While there are no special work restrictions during Ramadan, it is important to remember that many Muslims will be fasting all day of both food and drink - including water. This year Ramadan will begin at the start of exam week, approximately May 5 or 6 depending on lunar sighting. Students may be more tired as they begin what will be a monthlong, daylight-hours fast, eating only at nightfall and before sunrise.

This list is by no means exhaustive, but provides examples of holidays to keep in mind as we help our students live out their religious life by offering reasonable accommodation to classroom or workplace schedules. Campus Ministry has further ideas and resources on our website at [www.udayton.edu/ministry/about/relig\\_accomm.php](http://www.udayton.edu/ministry/about/relig_accomm.php). Please feel free to reach out to me at [bseligmann1@udayton.edu](mailto:bseligmann1@udayton.edu) for more information.



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## IMPACT OF ARTIFICIAL INTELLIGENCE AND AUTOMATION

Beyond the hype associated with any new technology, it is clear that society will be broadly impacted by artificial intelligence (AI), machine learning and automation (robots and self-driven vehicles). Educators must be especially mindful of these AI technologies, as we prepare current and future generations for a rapidly evolving employment landscape.

You may already be using AI—such as when you use Siri, Alexa or Google Assistant. But this is just the beginning as many aspects of our lives and careers will be shaped by these new tools. Everyone’s life will be touched in some way.

UD is already creating new curricular options for students wishing to develop technical proficiencies in the development and implementation of AI and automation. But it is necessary for everyone to consider how their discipline can be impacted (positively or negatively). From the humanities and arts to the social sciences and even the legal profession, significant disruptions can come from technology that changes how humans generally conceive of cognitive activities of any type.

This semester the LTC will host four Campus Conversations sessions to foster awareness and stimulate discussion of the impact of AI and automation on society and how educators should respond. By growing awareness, this can also foster future collaborations across the disciplines. Visit the LTC’s home page ([udayton.edu/ltc](http://udayton.edu/ltc)) and click on “Current Event Registration” to find registration forms for Campus Conversations sessions.

**DATES:**

**Wednesday, February 20**

11:15 a.m. – 12:05 p.m., *LTC Studio*

**Friday, February 22**

11:15 a.m. – 12:05 p.m., *LTC Studio*

**Wednesday, March 6**

11:15 a.m. – 12:05 p.m., *LTC Studio*

**Friday, March 8**

11:15 a.m. – 12:05 p.m., *LTC Studio*



**DID YOU KNOW** that LTC staff will come to departments to provide support for your work? We can help in departments or units with many issues related to learning and teaching, including assessment, student engagement, student note-taking, syllabus design, and gaining insight from SET responses. Contact **Susan Brown** ([sbrown4@udayton.edu](mailto:sbrown4@udayton.edu)) for more information.

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# INCLUSIVE EXCELLENCE ACADEMY LEARNING SERIES

## **IES - Inclusive Effectiveness Scale Wednesday, January 23**

9:00 – 10:30 a.m. /// KU 222 or

1:00 – 2:30 p.m. /// KU 310

FACILITATOR: Amy Anderson, *Associate Provost for Global and Intercultural Affairs; Executive Director, Center for International Programs*

DESCRIPTION: As we seek to develop our intercultural knowledge, skills and abilities, it is helpful to understand what can foster our own development. The Intercultural Effectiveness Scale (IES) was developed specifically to help us understand areas critical to interacting effectively and justly with people from cultures or groups other than our own. Before the session, you will have the opportunity to take the IES and receive your own individual report that is confidential to you. During the session, we will discuss the IES framework and ways it can apply to our individual development and work on campus.

## **Making Excellence Inclusive in the University and the Classroom: Incorporating Models of Inclusion on Campus**

**Wednesday, February 13**

9:00 – 10:30 a.m. /// KU 310 or

1:00 – 2:30 p.m. /// KU 310

FACILITATOR: Lawrence Burnley, *Vice President for Diversity and Inclusion*

DESCRIPTION: An “inclusive classroom” is defined as classrooms in which instructors and students work together to create and sustain an inclusive environment in which all persons function as learners and teachers, feel safe, valued and supported. This workshop will explore essential elements of an inclusive class-

room for the creation, delivery, management, and facilitation of the skills on planning class, managing conflict and responding to real and/or perceived microaggressions.

## **Gender Bias and Microaggressions Thursday, March 7**

9:00 – 10:30 a.m. /// KU 310 or

1:00 – 2:30 p.m. /// KU 331

FACILITATOR: Lisa Borello, *Director of Women’s Center*

DESCRIPTION: TBD

WEBINAR: Men of Color & Their Unique Needs: Strategies for Support, Engagement & Completion

**Tuesday, March 19**

1:00 – 2:30 p.m. /// KU 331

DESCRIPTION: This webinar is an opportunity to gather your colleagues across campus and engage in a valuable discussion about how you can support and serve your men of color. Join our expert presenters, and in just 90 minutes, you and your staff will be able to increase the satisfaction and success of your male students of color through engagement and retention efforts that meet their unique needs.

## **UD and The City of Dayton: The Stories We Know, Tell and Don’t Tell Monday, April 8**

9:00 – 10:30 a.m. /// KU 310 or

1:00 – 2:30 p.m. /// KU 331

FACILITATORS: Leslie Picca, *Chair of Department of Sociology, Anthropology, and Social Work* with Kelly Bohrer, *Director of Community Relations*

DESCRIPTION: TBD

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CONTINUES ONTO PAGE 12

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### GET READY FOR SET

*Student Evaluation of Teaching (SET) will be available to students April 23 – May 3. Results will be available to instructors May 17. Consider setting aside some time in class to allow students to complete the SET instrument to help increase participation.*



**“I Didn’t Mean It That Way”  
Navigating Tough Cross-Cultural  
Conversations  
Tuesday, April 23**

9:00 – 10:30 a.m. /// KU 310 or  
1:00 – 2:30 p.m. /// KU 331

FACILITATOR: Daria Graham, *Associate Dean of Students and Executive Director of Multicultural Affairs* with Jason Combs, Full-time Faculty, *Department of Communication*

DESCRIPTION: Participants will gain tools to more effectively engage in and/or facilitate dialogue. These tools can be used when engaging in dialogue on a daily basis, and can be particularly helpful when discussing challenging topics. This session will assist attendees in understanding the difference between dialogue and intergroup dialogue. Individu-

als will gain a deeper understanding of skills, including the role of multipartiality, needed to engage in dialogue using a social justice lens.

To register for each session, please go to [go.udayton.edu/hrtraining](http://go.udayton.edu/hrtraining). Click “Sign In” on the bottom left. If you have not created an account in this portal, please click “Create Account” and complete the account creation process. If you have already created an account in this portal, login with your UD email and password you created. If you have questions, please contact Stacey Smith at 9-5387.

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**WORKSHOP:  
BEST PRACTICES IN DESIGN EDUCATION**

**Friday, February 22**

12:15 – 2:00 p.m. in Kettering Labs 505

12:15 – 12:30 p.m. /// Lunch available

12:30 – 2:00 p.m. /// Seminar

FACILITATED BY Dr. Shanna Daly, *Assistant Professor in Mechanical Engineering at the University of Michigan*

**WORKSHOP DESCRIPTION:**

This session will explore a framework for characterizing novice and more informed student approaches to different phases of design. This framework is then leveraged to direct strategies and tools to incorporate into design education environments. **For questions or to register:** Email Heather Juhascik at [hjuhascik1@udayton.edu](mailto:hjuhascik1@udayton.edu) to be added to the Google Calendar invitation.



DR. SHANNA DALY



**2019 STANDER SYMPOSIUM /// Wednesday, April 24, 2019**

**DAY AT THE STANDER**

8:00 a.m. – 7:30 p.m., UD Campus Locations

**Free Breakfast:** 8:00 a.m. – 9:30 a.m.

**Poster Sessions:** RecPlex Main Gym

**Session 1:** 9:00 a.m. – 10:15 a.m.

**Session 2:** 3:00 p.m. – 4:15 p.m.

**Oral presentations, panel discussions,  
performances and visual arts displays**

8:00 a.m. – 5:00 p.m., Various Campus Locations

**Stander Symposium Closing Reception &  
Annual Horvath Awards Presentation**

5:00 p.m. – 7:30 p.m., Fitz Hall, Radial Gallery (2nd floor)

Awards begin at 5:30 p.m.

# MIDTERM INSTRUCTIONAL DIAGNOSIS: GET STUDENT FEEDBACK WHILE YOU CAN USE IT THIS SEMESTER

While Student Evaluation of Teaching (SET) impacts all students in all courses, faculty can voluntarily register to receive a Midterm Instructional Diagnosis (MID). The MID involves a colleague from another unit asking your students what is helping their learning, what is hindering their learning, and what suggestions they have regarding their learning. Student responses are anonymous, and the entire process is confidential—nothing is reported to department chairs or deans’ offices about those receiving a MID, although many include the practice in their dossiers. The colleague who facilitates the MID discusses your class with you ahead of the agreed-upon date of the MID and then follows up with the students’ responses. The MID allows you

to gather student feedback in time to respond to the students and make changes to your teaching practice during the current semester.

Dates for SET are April 23-May 3, and results will be available on May 17. MID registration forms will be on the LTC web site by early February. Faculty who have received a MID are encouraged to register to conduct one for colleagues. According to Sam Wallace, professor in Communication, conducting a MID for someone else has had a positive impact on his own teaching practice and shouldn’t be considered simply as service.

For more information about MID, email the Faculty Development team at [facdev@udayton.edu](mailto:facdev@udayton.edu). Questions about SET can be sent to [set@udayton.edu](mailto:set@udayton.edu).

### Midterm Instructional Diagnosis (MID)

MID is a midterm evaluation process in which a faculty facilitator asks students three key questions and elicits ideas about the way a course is going.

The faculty facilitator gives the results to the faculty member in a confidential manner. The instructor then is free to change the course in any way he/she thinks appropriate.

Experience has shown that both having a MID done and facilitating one can be helpful in developing new perspectives on teaching. Most of the faculty who have tried a MID report improved end-of-term evaluations. They say students appreciate having a chance to diagnose the course at midterm while their comments may impact the course while they are taking it. Facilitators note that students are surprisingly open during the MID process, willingly sharing their ideas about the course and how it might be improved.

So with a limited investment of time and energy, MID benefits all parties involved. You **must** register on the LTC website to receive or facilitate a MID. Visit [https://www.udayton.edu/ltc/development/resources\\_faculty/teaching\\_evaluation](https://www.udayton.edu/ltc/development/resources_faculty/teaching_evaluation)



University  
of Dayton

**Ryan C. Harris Learning Teaching  
Center**  
University of Dayton  
300 College Park  
Dayton, OH 45469-1302  
[facdev@udayton.edu](mailto:facdev@udayton.edu)  
937-229-5670

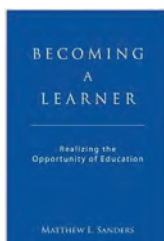
*LTC Midterm  
Instructional  
Diagnosis (MID)*





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## SPRING 2019 READING GROUPS



### GROUP ONE

*Becoming a Learner* by Matthew L. Sanders

2:30 – 3:30 p.m.

February 4, 11, 18, 25

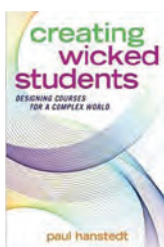
March 4, 11, 18 (Mondays)

LTC Team Space

FACILITATED BY **MICHAEL KEY**, OFFICE OF LEARNING RESOURCES

Capacity: 15

Too often students begin college without a clear understanding of the purpose of higher education and miss important learning opportunities. *Becoming a Learner* challenges students to carefully explore how college helps them focus on who they are becoming and developing their ability to learn. As a short read, each participant will follow the journey of a UD student's reflection on this book and their journey to becoming a learner. The author, Matthew Sanders, will join us for a video conference on March 11. The final session will be devoted to helping participants map changes they want to make in their approaches and materials to help their students become learners.



### GROUP TWO

*Creating Wicked Students: Designing Courses for a Complex World*

by Paul Hanstedt

9:30 – 10:30 a.m.

February 12, 19, 26

March 5, 19, 26

April 2 (Tuesdays)

LTC Meeting Space

**Or**

11:00 a.m. – 12:00 p.m.

February 13, 20, 27

March 6, 20, 27

April 3 (Wednesdays)

LTC Meeting Space (March 6: Team Space)

BOTH GROUPS FACILITATED BY **BETH HARRISON**, OFFICE OF LEARNING RESOURCES

As the author puts it, “This book begins with the assumption that what we all want for our students is that they be capable of changing the world....When a student leaves college, we want them to enter the world not as drones participating mindlessly in activities to which they’ve been appointed, but as thinking, deliberative beings who add something to society.” (Amazon.com)



**WANT MORE NEWS** about the LTC and other learning and teaching events and resources? Follow us on



Twitter @LTC\_UD, and if you're not getting LTC email updates, contact **Susan Brown** ([sbrown4@udayton.edu](mailto:sbrown4@udayton.edu)).

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# FALL 2018 COHORT COMPLETERS

**NEXT THING**

**Judit Beagle**

Chemistry

**Megan Edmonds**

Philosophy

**Eric Janz**

School of Engineering

**Brenda Lecklider**

LTC

**Adam Rathge**

History

**Laura Toomb**

Communication

**Becky Gonter-Dray**

Health and Sport Science

**David Perkins**

Mechanical & Aerospace Engineering

**Denise Platfoot Lacey**

School of Law

**James Robinson**

Communication

**Matt Beerse**

Health and Sport Science

**Stacie Covington**

English

**Susan Davies**

Counselor Education &

Human Services

**Youssef Farhat**

Political Science

**RESEARCH FELLOWS**

**Meg Barkley**

University Libraries

**Matt Day**

Physical Therapy

**Colleen Gallagher**

Teacher Education

**Allison Kinney**

Mechanical & Aerospace Engineering

**Lakshmi Nittala**

MIS, OM, & Decision Sciences

**Jamie Small**

Sociology, Anthropology, and

Social Work

**Feng Ye**

Electrical & Computer Engineering

**STUDIO FELLOWS**

**Erin Gibbemeyer**

Chemical Engineering

**Sid Gunasekaran**

Mechanical & Aerospace Engineering

**Laura Hume**

History

**Sawyer Hunley**

Counselor Education

**Greg Kennedy**

Communication

**Xiaoli Li**, English

**Angela Mammana**

Chemistry

**Chad Painter**

Communication

**Paul Schlottman**

Law

**Nicola Work**

Global Languages & Cultures

**Sr. Angela Ann Zukowski**

Religious Studies

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## WHERE DID THEY GO? LTC WRITE PLACE HAS MOVED TEMPORARILY



During the Roesch Library Refresh, the LTC Write Place, a partner of the Library's Knowledge Hub, is temporarily located on Roesch Library's second floor, west end. The Write Place will resume services at the start of the 2019–2020 academic year on Roesch Library's first floor.

### HOW CAN THE WRITE PLACE HELP MY STUDENTS?

The Write Place continues to offer students free peer writing support on any writing assignment and at any stage of the writing process. Writing consultants address content concerns, organization of ideas in a paper, and sentence-level errors. While the Write Place is not a proofreading service, consultants do help students develop editing skills. A

writing consultation is not just for struggling writers; sessions benefit all writers. A consultation on a paper reinforces the collaborative nature of enhancing a piece of writing while also helping students to more effectively engage in the writing process. Students can drop in to the Write Place without making an appointment. Drop-in hours are Monday through Thursday from 10:00 a.m. to 8:00 p.m., Friday from 10:00 a.m. to 2:00 p.m., and Sunday from 4:00 to 8:00 p.m.

### DID YOU KNOW?

Students can receive feedback on a writing assignment by “dropping off” a paper via Isidore. Students click “Write Place” from the left-hand navigation menu on the Isidore homepage. They are directed to the Write Place Digital Drop Off (DDO). A consultant will provide comments to the writer using the MS Word revision tool; most papers are reviewed within 48 hours. Contact Christina Klimo, Write Place coordinator, if you have any questions at [cklimo1@udayton.edu](mailto:cklimo1@udayton.edu) or 229-2068.

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## CALLING ALL ADJUNCTS!

The spring adjunct workshop will be **Saturday, February 2**. Stay tuned for topics and registration information. Email [facdev@udayton.edu](mailto:facdev@udayton.edu) with any questions.





DESIGN BY MISTY THOMAS-TROUT

**ACADEMIC AFFAIRS  
AND LEARNING  
INITIATIVES (AALI)**

DEB BICKFORD  
*Associate Provost for  
Academic Affairs and Learning  
Initiatives; Director, LTC*

SUE KRISKO  
*AALI Administrator*

**ASSESSMENT AND  
STUDENT CENTERED  
ANALYTICS: 229-3370**

JUSTIN KEEN  
*Director*

**COMMON ACADEMIC  
PROGRAM (CAP): 229-5534**

MICHELLE PAUTZ  
*Assistant Provost for CAP*

JUDY OWEN  
*CAP Coordinator*

MADELINE BOONE  
*CAP GA*

**ACADEMIC TECHNOLOGY  
AND CURRICULUM  
INNOVATION: 229-2117**

DAVID WRIGHT  
*Director of Academic  
Technology and Curriculum  
Innovation, Udit*

JANE WESTENDORF  
*Senior Administrative  
Assistant*

JUSTIN SWANN  
*IT/Technology  
Support Specialist*

**E-LEARNING: 229-5039**

RYAN ALLEN  
*Director*

DAVID BAUER  
*eLearning Systems &  
Support Services Team Lead*

LEAH BERGMAN  
*Senior E-Learning Specialist*

AIDAN CURRAN  
*Digital Media Specialist*

PAUL DAGNALL  
*Instructional Design &  
Media Team Lead*

KENT DARR  
*Instructional Design Specialist*

JOSEPH KOZAR  
*Java Developer*

JULIANNE MORGAN  
*Senior E-Learning Specialist*

phone: **937-229-4898**

email: [LTC@udayton.edu](mailto:LTC@udayton.edu)

**EXPERIENTIAL  
LEARNING: 229-3906**

KAREN VELASQUEZ  
*Director*

**FACULTY AND LEADERSHIP  
DEVELOPMENT**

SUSAN BROWN  
*Director of Faculty Development:  
229-3309*

RACHEL NORMILE  
*Coordinator, Faculty and Leadership  
Development: 229-5670*

**LEARNING TEACHING CENTER**

PATTY CAUDILL  
*LTC Coordinator*

DAVID THOMAS  
*Night Coordinator*

**OFFICE OF LEARNING  
RESOURCES: 229-2066**

ELIZABETH HARRISON  
*Director*

BRENDA COOPER  
*Assistant Director*

ZELDA SMITH  
*Assistant Director*

BRENDA LECKLIDER  
*Lecturer*

DEANNA ARBUCKLE  
*Disability Services and  
Assistive Technology Coordinator*

MELISSA RECHT  
*Testing Coordinator*

MICHAEL KEY  
*Learning Initiatives Coordinator*

CHRISTINA KLIMO  
*Write Place Coordinator*

ELECIA SPAIN  
*Access Coordinator*

BETH LANTZ  
*Data Specialist*

ROBERT SPANGLER  
*IT Support Specialist*

JODI WERLING  
*Administrative Assistant*

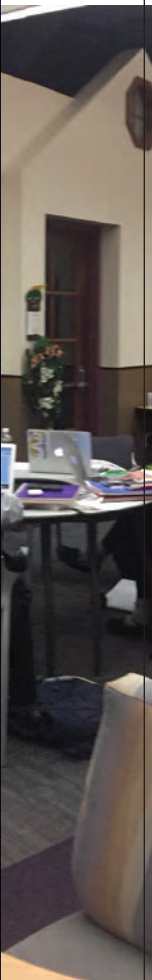
KELLY SNIDER  
*Graduate Assistant*

**FACULTY CAREER  
ENHANCEMENT: 229-5317**

STEVE WILHOIT  
*Director*

**RETENTION RESEARCH  
AND ANALYTICS: 229-4133**

REBEKAH LAWHORN  
*Director*





# SPRING 2019 calendar

## JANUARY

### 24 Thursday

*E-Learning: Isidore 101:  
Getting Started*

FACILITATED BY: E-LEARNING STAFF

**3:00 – 4:00 p.m.**

LTC Meeting Space 028

### 25 Friday

*CARMA webcast: Big Data Methods  
for Data Collection*

FACILITATED BY:

DR. SANG WOO, PURDUE UNIVERSITY

**12:00 – 1:15 p.m.**

LTC Conference Room 027

\*LUNCH PROVIDED

*CARMA webcast: Rethinking the  
Qualitative Methods Section*

FACILITATED BY: DR. MIKE PRATT,  
BOSTON COLLEGE

**1:15 – 2:30 p.m.**

LTC Conference Room 027

### 31 Thursday

*E-Learning: Isidore 201:  
Advanced Uses and Tools*

FACILITATED BY: E-LEARNING STAFF

**3:00 – 4:00 p.m.**

LTC Meeting Space 028

## FEBRUARY

### 1 Friday

*CARMA Advanced Reviewer Series:  
Systematic Reviews/Meta-Analysis*

FACILITATED BY: ERNEST O'BOYLE,  
INDIANA UNIVERSITY, JUSTIN  
DESIMONE, UNIVERSITY OF ALABAMA,  
& MICHEL BRANNICK, UNIVERSITY OF  
SOUTH FLORIDA

**12:00 – 1:30 pm**

LTC Meeting Space 028

\*THIS IS A BROWN BAG LUNCH SESSION

### 2 Saturday

*Adjunct Faculty Workshop*

FACILITATED BY:

LTC FACULTY AND STAFF

**10:00 a.m. – 1:00 p.m.**

(newer faculty)

**12:00 – 3:00 p.m.**

(experienced faculty)

\*LUNCH INCLUDED FOR BOTH

### 6 Wednesday

*E-Learning: Teaching with Video*

FACILITATED BY: E-LEARNING STAFF

**1:30 – 2:30 p.m.**

LTC Meeting Space 028

### 20 Wednesday

*Campus Conversation:  
Impact of Artificial Intelligence  
and Automation*

FACILITATED BY: DAVID WRIGHT

**11:15 a.m. – 12:05 p.m.**

LTC Studio 042

### 21 Thursday

*E-Learning: Infusing Personality  
& Social Media into your Classroom*

FACILITATED BY: E-LEARNING STAFF

**2:00 – 3:00 p.m.**

LTC Meeting Space 028

### 22 Friday

*Campus Conversation:  
Impact of Artificial Intelligence  
and Automation*

FACILITATED BY: DAVID WRIGHT

**11:15 a.m. – 12:05 pm**

LTC Studio 042



# calendar of events

CARMA webcast:

*Modern Prediction Methods*

FACILITATED BY: DR. DAN PUTKA,  
THE HUMAN RESOURCES  
RESEARCH ORGANIZATION

**12:00 – 1:15 p.m.**

LTC Meeting Space 028

\*LUNCH INCLUDED

CARMA webcast: *Categorical*

*Variables and Moderation*

FACILITATED BY: DR. CHRIS NYE,  
MICHIGAN STATE UNIVERSITY

**1:15 – 2:30 p.m.**

LTC Meeting Space 028

## MARCH

**1 Friday**

*CARMA Advanced Reviewer*

*Development Series*

FACILITATED BY: TBA

**12:00 – 1:30 p.m.,**

LTC Meeting Space 028

\*THIS IS A BROWN BAG LUNCH SESSION

**6 Wednesday**

*E-Learning: Isidore's Hidden Gems:*

*Tips, Tricks, & Timesavers*

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 a.m.**

LTC Meeting Space 028

*Campus Conversation:*

*Impact of Artificial Intelligence*

*and Automation*

FACILITATED BY: DAVID WRIGHT

**11:15 a.m. – 12:05 p.m.**

LTC Meeting Space 042

**8 Friday**

*Campus Conversation:*

*Impact of Artificial Intelligence*

*and Automation*

FACILITATED BY: DAVID WRIGHT

**11:15 a.m. – 12:05 p.m.**

LTC Meeting Space 042

**29 Friday**

*E-Learning: Engaging Students*

*with Learning Apps*

FACILITATED BY: E-LEARNING STAFF

**1:00 – 2:00 p.m.,**

LTC Meeting Space 028

## APRIL

**12 Friday**

CARMA webcast: *Topic TBA*

FACILITATED BY: DR. MYLES SHAVER,  
UNIVERSITY OF MINNESOTA

**12:00 – 1:15 p.m.**

LTC Conference Room 028

\*LUNCH PROVIDED

CARMA webcast:

*Missing Data Techniques*

FACILITATED BY: DR. CRAIG ENDERS,  
UNIVERSITY OF CALIFORNIA

**1:15 – 2:30 p.m.**

LTC Meeting Space 028

**15 Monday**

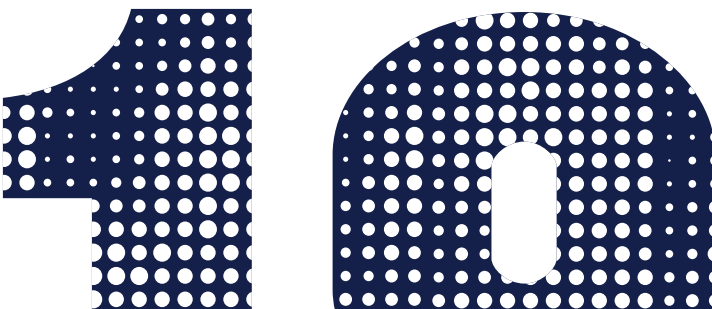
*E-Learning:*

*Teaching Remotely Online Using Zoom*

FACILITATED BY: E-LEARNING STAFF

**11:00 a.m. – 12:00 p.m.**

LTC Meeting Space 028



For calendar of events  
descriptions and registration information  
see inside this issue





**University  
of Dayton**

**RYAN C. HARRIS  
LEARNING TEACHING CENTER  
GROUND FLOOR, ROESCH LIBRARY**

**+1302**

